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ABSTRACT

These guidelines and sample materials have been developed in response to requests from teachers, curriculum planners, and administrators throughout the state for clarification and modification of Oregon Graduation Requirements, Administrative Guidelines (Section 1), which was published in September 1973. The purpose of these guidelines is to describe the evidence that is required to demonstrate that all courses offering units of credit toward graduation are planned courses, and to provide appropriate models and samples of planned course statements. A planned course is evidenced by a written statement including, but not limited to, the following: course title; course overview; course goals to be achieved in terms of skills, knowledge, and values; and, where appropriate, minimum survival competencies. (Author)

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oregon graduation requirements

GUIDELINES FOR
PLANNED COURSE STATEMENTS

EA 007 337

FOREWORD

Dear Colleague:

The statewide effort to implement the new Minimum School Graduation Requirements has been very encouraging. Districts have made considerable progress in developing their plans for meeting the new requirements. My visits with citizens around the state have shown that they are excited, enthusiastic, and looking forward to these new programs for students in Oregon.

Administrators, project managers, curriculum specialists and teachers have requested additional information regarding guidelines for the development of district record keeping procedures and planned course statements. The enclosed materials on planned course statements are designed to serve as supplements to the guidelines published in September 1973.

Many people have devoted their talents and efforts toward the development of these guidelines. Hopefully, the outcome of all our efforts will be to better prepare students to function effectively with the demands and challenges that will confront them in their adult lives.

Cordially,

Jesse P Fasold

Jesse Fasold
Superintendent
Public Instruction

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1974

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ACKNOWLEDGMENTS

A number of Oregon educators worked on the development of the guidelines for planned courses and record keeping. Cooperation was provided by personnel from school districts in Clackamas, Jackson, Lane, Linn-Benton, Marion, Morrow, Multnomah, Union, Washington and Yamhill Counties; from Clackamas, Multnomah and Washington County Intermediate Education Districts and from the State Department of Education.

The guides were produced, in part, with ESEA, Title III funds.

From March 1974 to May 1974 the groundwork for the guidelines was developed by the Tri-County Graduation Requirements Project. This project was directed by Earl Anderson, Executive Director, Metropolitan Administrative Service Center. Coordination with the State Department of Education was provided by Robert G. Green, Director of the Graduation Requirements Task Force. The steering committee for the project was composed of the following members:

- Jack Allen, Director of Curriculum, M.C.I.E.D.
- Ray Haag, Acting Asst. Superintendent, Instr. & Curr. Development, W.C.I.E.D.
- Dick Harris, Assistant Superintendent, Instruction, C.C.I.E.D.
- Zeno Katterle, Director, Secondary Education, Beaverton School District
- Wendell Loe, Principal, David Douglas School District
- Edwin Schneider, Superintendent's Associate, Portland School District
- John Stuckey, Principal, West Linn School District
- Robert Taylor, Principal, Gresham Union High School District
- Thor Sabo, Science Department Chairman, Hillsboro Union High District, led the Planned Courses Task Force and Jack Knapp, New Graduation Requirements Coordinator, Albany Union High School District, served as leader of the Task Force on Record Keeping.

The two task force project reports were synthesized late in May by a team of tri-county project participants with other school district personnel and State Department of Education staff. Team leaders for this phase included:

- Planned Courses Team, Jack Allen, Multnomah County I.E.D.
- Record Keeping Team, Dick Harris, Clackamas County I.E.D.
- Work Session Writer, Sharon Case, Coordinator of Publications, S.D.E.
- Work Session Coordinator, Earl Anderson, M.A.S.C.

Two weeks of revision and rewriting were accomplished by a team of writers including: Jack Allen, Sharon Case and Earl Anderson, as well as W. R. Nance and Dave Curry, members of the Graduation Requirements Task Force, S.D.E.

Earl Anderson, M.A.S.C., had general responsibility for overall coordination of the activities and the publication of the finished guidelines and models.

Sincere thanks are extended to Ruth Richardson, Multnomah County I.E.D., for coordinating the secretarial assistance throughout the development of these guidelines.

This was both an exciting and difficult effort. The cooperation, creativity, and commitment of all who contributed is gratefully acknowledged.

Planned Course Statement Task Force

Task force members for this phase included:

Gery Weber, Gladstone
Betsy Sullivan, West Linn
Fran Whitehill, North Clackamas
Cathleen Winthers, North Clackamas
Bob Buckley, Estacada
Tom Nutter, Oregon City
Cliff O'Harrow, Sandy Union High
Dennis Crow, Sandy Union High
Bertha Mansker, Colton
Don McGinnis, Reynolds
Earl Philips, Reynolds
Doug Vickery, Parkrose
Bill Korach, Parkrose
Mary Steinle, Corbett
Jay Greenwood, M.C.I.E.D.
Lynda Falkenstein, M.C.I.E.D.
Bennetta Orton, M.C.I.E.D.
Dick McQueen, M.C.I.E.D.
Barbara Fredricksen, David Douglas
Wayne Wenzel, David Douglas
Roberta Hutton, Hillsboro Union High
Thor Sabo, Hillsboro Union High
Jerry McBath, Tigard
E. J. Albrecht, Gaston
John Corey, Beaverton
LeRoy Gamble, Forest Grove
Lois Gruver, Sherwood
Ken Williams, Sherwood
Ed McQuary, Banks
Ray Hajduk, Eugene
Bobbie Newman, Springfield
Lee Reeder, Clackamas Community College
Frank Mazzio, S.D.E.
Marian Kienzle, S.D.E.
Ninette Florence, S.D.E.
Jean Spaulding, S.D.E.

Synthesis Team

Team members for this work session were:

Edwin Schneider, Portland
John Stuckey, West Linn
Bob Taylor, Gresham Union High
Earl Anderson, M.A.S.C.
Jack Allen, M.C.I.E.D.
Wendell Loe, David Douglas
Ray Haag, W.C.I.E.D.
Dick Harris, C.C.I.E.D.
Sharon Case, S.D.E.
Dave Curry, S.D.E.
W. R. Nance, S.D.E.
Jerry Berger, S.D.E.
Jack Knapp, Albany Union High
Marlin Struckman, Parkrose
Marianne Litzinger, West Linn
Barbara Fredricksen, David Douglas
Thor Sabo, Hillsboro Union High
Marcia Zuber, Beaverton
Bruce Page, M.C.I.E.D.
Gary Foix, C.C.I.E.D.
Paula Bracken, OTIS
Bill Worrell, Eugene
Mary Narey, Union County I.E.D.
Jean Pope, Central Point

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OVERVIEW

PLANNED COURSE STATEMENTS GUIDELINES

The following guidelines and sample materials have been developed in response to requests from teachers, curriculum planners, and administrators throughout the state for clarification and modification of *Oregon Graduation Requirements, Administrative Guidelines* (Section 1), which was published in September 1973. The purpose of the following guidelines is to describe the evidence that is required to demonstrate that all courses offering units of credit toward graduation are planned courses, and to provide appropriate models and samples of planned course statements.

The new guide has been developed, under contract with the State Department of Education, by the Tri-County Graduation Requirements Project under the direction of Dr. Earl Anderson, Director of the Metropolitan Administrative Service Center. Cooperation in the development of the guide was provided by educators from Clackamas, Jackson, Lane, Linn-Benton, Marion, Morrow, Multnomah, Union, Washington and Yamhill counties and the State Department of Education.

The people involved in the development of this guide strongly recommended that OAR 22-105(2) be revised with reference to how districts may provide evidence of learning activities and assessment procedures related to planned courses. These recommended changes do not make obsolete the work already done by districts, but they do provide a more meaningful format for further development of planned course statements and other evidence of planned courses. (See Revised OAR 22-105(2) on page 3.)

The revision in OAR 22-105(2) states that before a course will be approved by a district as a planned course which provides credit toward graduation, certain evidence must be on file.

Local districts will continue to develop their curriculum within the broadly defined areas of study in which students are required to earn units of credit. In keeping with this philosophy the following guidelines describe the types of evidence which are needed to demonstrate that a course meets the minimum standard of one-hundred-thirty clock hours of instruction. Model formats, samples and a suggested development process are provided which districts may wish to adopt or adapt for their use.

REVISED
O.A.R. 22-105(2)

(2) PLANNED COURSE

A planned course shall be evidenced by a written statement including, but not limited to: course title; course overview; course goals to be achieved in terms of skills, knowledge, and values; and, where appropriate, minimum survival competencies.

Planned courses in one or more areas of study may be combined for instructional purposes with appropriate units of credit granted and recorded for each course.

Within the school's program, provisions must be made for assuring that learning activities and assessment procedures are identified for each course.

Developing Planned Course Statements

Identification and Selection of Resources

Many resources are available to districts when developing planned courses and planned course statements. Some of these resources are listed below and may suggest others to local district personnel.

a. **Local Resources**
   - Philosophy statements
   - Program goals
   - Curriculum guides
   - Course descriptions
   - Lesson plans
   - Current textbooks
   - Student forecast materials

b. **Other Resources**
   - State Department of Education:
     - *Oregon Graduation Requirements*, Sections I-IV
     - *Oregon Graduation Requirements, Guidelines for Planned Course Statements*
     - *Oregon Graduation Requirements, Guidelines for Record Keeping Procedures and Sample Forms*
     - Other SDE curriculum publications
     - *Personal Finance Education Guide*
   - Tri-County Course Goals Collections
     - Commercial Educational Distributing Services, P.O. Box 8723, Portland, Oregon 97208
   - Instructional Objectives Exchange
     - 10X Exchange, P.O. Box 24095, Los Angeles, California 90024
   - Planned course statements of other school districts
   - Minimum survival competencies of other school districts
   - IED Consultants
   - SDE Consultants
   - National curriculum associations (published curriculum guidelines.)

Many of the resources suggested above will not be written in the same terminology and/or format as the *Oregon Graduation Requirements*. A combination of these resources may help provide a basis from which decisions can be made concerning which planned courses should be included in the curriculum. Some of the resources can be helpful in selecting or writing course goals and/or minimum survival competencies.

Decisions to be Made

Some decisions must be made prior to writing planned course statements. Many difficulties can be avoided if these matters are dealt with early.

- What are the minimum survival competencies identified by the district?
- What required courses will be offered?
- What elective courses will be offered?
- Who will write planned course statements (i.e., curriculum administrator, department head, teachers, others)?
- How will compensation be provided for writers?
- Is in-service necessary before writing planned course statements?
- For what purpose will planned course statements be used?
- Which format(s) will be used for planned course statements?
- What is the timeline for starting writing and completing planned course statements?
- How will the community be involved in this process?
- Who will assign minimum survival graduation competencies to planned courses?
- Will course goals be selected from the tri-county collection, written locally, or a combination of these?

Prior to writing their planned course statements, local districts may find other decisions are needed as well. These decisions will need to be dealt with as they arise.

INTRODUCTION

The revision of Administrative Rule O.A.R.22-105 (2) requires that all courses offered in grades nine through twelve which carry units of credit toward graduation be planned courses. It states that the district will maintain evidence that all courses meet the requirements for a planned course. These guidelines identify types of formats to use as evidence of planned courses and procedures which districts may wish to follow in developing such evidence.

DOCUMENTED EVIDENCE OF PLANNED COURSES

The documents described in this section (planned course statements, list of survival competencies and performance indicators, learning activities and assessment procedures documents and planned course statement teacher assignment list) would provide evidence of a district's planned courses. Documents such as the ones described should be maintained in the district office or other convenient locations for use by teachers, counselors, parents, administrators, or other interested parties.

1. Planned Course Statements.

   A planned course statement *must* include in the heading:

   - Course Title
   - Required Area(s) of Study
   - Number of Credits

   A planned course statement heading should also include:

   - Course Number
   - Department(s)
   - Length of Course
   - Grade Level(s)
   - Prerequisites
   - Credit by Examination? ☐ Yes ☐ No
   - Electives ☐
   - Selective ☐ (Check one)
   - Required ☐
   - Alternative Learning Opportunities
     - ☐ Independent Study
     - ☐ Off-Campus Experience
     - ☐ Others (Explain in Course Overview)

   If a district uses a standard format for planned course statements all items shown above would be included. See models on pages 16 and 17.

   A planned course statement *must* include in the main body:

   - Course Overview
   - Course Goals
   - Minimum Survival Competencies (for all courses which are assigned Minimum Survival Competencies)

   A planned course statement may include in addition:

   - Program Goals
   - Performance Indicators for Minimum Competencies
   - Learning Activities
   - Assessment Procedures

DEFINITIONS OF TERMS USED IN PCS MODELS

Course Title — The name of the course as identified by the local district; e.g., "Survey of Local Government," "Speak Out," "The World Speaks," etc.

Course Number — The coding number assigned to further identify a course. (Only applicable for those schools which use such a system.)

Department(s) — The subject matter area to which a course is assigned; e.g., English, Mathematics, Foreign Language, etc.

Required Area(s) of Study — The required areas of study as listed in OAR 22-115.

Communication Skills	3 units
Mathematics	1 unit
Social Science	1 unit
Citizenship Education	1 unit
Laboratory Science	1 unit
Health Education	1 unit
Physical Education	1 unit
Personal Finance	1 unit
Career Education	1 unit
Electives	10 units

The above headings are to be used to identify where the credit for the planned course is to be applied.

Length of Course — The duration of time the course is in session; e.g., 9 weeks, 18 weeks, etc.; and the number of hours of instruction included in the course.

Number of Credits — The amount of full or fractional units of credit assigned to the course; e.g., .25, .33, .50, .66, .75, 1.00.

Grade Level — The grade or grades in schools to which the course had been assigned; e.g., 9 or 10 or 11, 9-11, 10-12, etc.

Prerequisites — The course or courses which must have been completed prior to this course (if any). This can also include audition or instructor approval.

Credit by Examination — In accordance with district policy, a student may challenge a course by taking an examination and upon successfully passing the examination be awarded the assigned credit for that course.

Not a required course, but one a student may elect to take for graduation credit.	**Elective**
A planned course which will fulfill a requirement. The course is within a required area of study but is one of several which can be taken to meet a required unit of credit and minimum survival competencies assigned to the subject matter area in which selective courses are found.	**Selective**
A planned course which must be taken to meet a required unit of credit.	**Required**
A brief statement which summarizes the content and some procedures of a planned course.	**Course Overview**
Goal statements which clearly state the anticipated learner outcomes for a planned course. They relate to student learning of skills, knowledge, processes, and values.	**Course Goals**
Goal statements similar to course goals. Some minimum competencies may be duplicates of course goals; however in most cases they will probably describe a less complex level of skill or knowledge than would be described in a course goal.	**Minimum Survival Graduation Competencies**
Descriptions of students behavior which takes place within a prescribed setting. Performance indicators are means by which teachers determine student attainment of minimum survival competencies.	**Performance Indicators**
Activities include independent study, off campus experience and other alternatives which might be a part of a planned course. If it is to be other than independent study or off-campus experience it must be explained in the course overview.	**Alternative Learning Activities**
Guided study in a subject matter area which is usually done in lieu of the regular instruction time. It is usually centered around an interest of the student; however, this may not always be the case. Independent study may be counted as part of the 130 clock hours of instruction in a planned course.	**Independent Study**
This may be a variety of activities, such as work experience or work study, which takes place off the school campus as allowed by written school district policy. It may be counted as a part or all of the 130 clock hours of instruction in a planned course.	**Off-Campus Experience**

2. List of Minimum Survival Competencies and Performance Indicators.

   All minimum survival competencies and related performance indicators which the local board of education has adopted must be compiled in a document. These competencies must be related to planned courses and identified in such a manner as to allow for tracing them to a course(s) with which they are related.* This identification of minimum survival competencies with planned courses may be accomplished by adding a column headed "Planned Course Assignment" to the district document which contains all of the district approved minimum survival competencies. The document thus developed must be kept current and must be available for review by students, parents, and the State Department of Education. The model formats displayed on pages 16 and 17 would serve the above purposes.

MODEL FORMAT FOR ASSIGNING MINIMUM SURVIVAL GRADUATION COMPETENCIES

District's Master List of Competencies – General Application

This master list of minimum survival level competencies would be compiled in the central office, reproduced and copies sent to the schools. Each competency should be assigned an identifying course number and may be accompanied by an abbreviated course title.

The counselors, administrators and staff will need ready access to this list to answer questions directed to them from students, parents, and from districts to which students have transferred.

*Exception: If minimum survival competencies are being taught through such settings as competency centers or tutorial centers, they must be so identified on the master list.

1.0 PERSONAL DEVELOPMENT

1.1 COMMUNICATION (1.1.1 READ, 1.1.2 LISTEN, 1.1.3 ANALYZE, 1.1.4 SPEAK, 1.1.5 WRITE)

PLANNED COURSE ASSIGNMENT

(A district may wish to assign some competencies to a grade below grade 9.)

PROGRAM GOAL	MINIMUM SURVIVAL COMPETENCIES	SAMPLE PERFORMANCE INDICATORS
ENG. 101		
	The student will be able to:	
1.1.1	1.1.1.1	1.1.1.1.1
1.1.2 Students will recognize the ways in which good listening techniques contribute to understanding the communication of others.	1.1.2.1 Illustrate how the use of good listening techniques improves comprehension and personal relationships.	1.1.2.1.1 Given opportunities to observe filmed enactments of personal conflicts, the student will identify the effects of inattentive listening on conflict resolution.
		1.1.2.1.2 After listening to group discussions, the student will identify instances in which misunderstanding of directions or information resulted from participant's inattentive listening.
ENG. 101		
	1.1.2.2 Recognize personal values or emotional reactions that interfere with the ability to listen attentively.	1.1.2.2.1 Given pictures of people of widely differing appearance, the student will explain and evaluate any inclinations he might have to listen to some and not to others.
		1.1.2.2.2 After participating in debate of an emotional issue, the student will analyze how his emotions might have interfered with comprehending his opponent's arguments.
1.1.3	1.1.3.1	1.1.3.1.1

ENG. 201		
1.1.4 Students will recognize the role of articulate speech in conveying information and establishing satisfactory personal relationships.	1.1.4.1 Illustrate the importance of using effective speaking techniques.	1.1.4.1.1. After viewing films or other enactments of common conflict situations, the student will: (1) Explain the effects of poor spoken communication. (2) Identify the factors that contribute to poor communication. 1.1.4.1.2 After participating in group discussion, the student will identify instances where verbal and non-verbal blocks occurred and point out the reasons.
ENG. 201	1.1.4.2 Explain the relationship of appropriate vocabulary, correct usage, and the orderly presentation of ideas to accurate communication of information.	1.1.4.2.1 After listening to formal and informal debates over issues of current interest, the student will identify the most persuasive contestant and explain the reasons for his choice.
	1.1.4.3 Adapt speaking style to particular audiences or purposes.	1.1.4.3.1 Given role playing assignments (addressing a service group, interviewing a prospective employer, or reporting to a group of children), the student will modify his manner of presentation to suit each audience.
1.1.5	1.1.5.1	1.1.5.1.1

ADDITIONAL APPLICATIONS

If a district decides to chart progress and/or certify some minimum survival level competencies prior to the 9th grade the master list would be shared with the appropriate members of the elementary or junior high staff involved.

If the district decides to chart student progress from grades K-12 it would want to elaborate on the material included in the master list to include those statements which accurately describe the district's interim expectations regarding what constitutes satisfactory progress toward the ultimate acquisition of minimum competencies.

3. Learning Activities and Assessment Procedures Documents.

   Learning activities represent the daily organization and implementation of instruction which makes it possible for students to master the learning described by the course goals and minimum survival competencies. As such, the learning activities are unique to each classroom and should be selected and developed by the individual teacher based upon student needs and teacher preference. The teacher is responsible for developing and maintaining a complete statement of specific learning activities used in a planned course. This may be accomplished through a detailed course syllabus, detailed lesson plan books, published district curriculum outlines or other means. Whatever format is used it must be available upon request for review by the State Department of Education.

   A variety of assessment procedures may be used; i.e., teacher observation, teacher tests, district tests, etc. Each teacher must develop and maintain a plan for assessment and a record of procedures used in assessing student attainment of course goals and minimum graduation competencies. If a planned course is allowed to be challenged for credit by examination, the examination and its results must be filed in an appropriate location within the schools.

4. Planned Course Teacher Assignment List.

   The district or school office is responsible for developing and maintaining a list of all planned courses offered. This list must be accompanied by the name and location of the teacher or other person responsible for the learning activities and/or assessment procedures for each planned course.

PLANNED COURSE STATEMENT FORMAT

When deciding what format to use for planned course statements, the district should carefully consider the purpose(s) for which a planned course statement will be used. The purpose(s) will indicate the format to use in terms of what information is necessary. Two formats are included in this guide. They are accompanied with an explanation and a list of purposes for each format.

MODEL I PLANNED COURSE STATEMENTS

If a district plans to use its planned course statements for student and community information, those statements should contain only that information which clearly presents the content of the course. Brevity and clarity are essential for such purposes as forecasting.

The following purposes could be served by model I planned course statements:

- To clarify and specify individual course goals
- To assist students in selecting courses
- To provide information about curricular offerings to parents
- To provide information about curricular offerings to the general community
- To provide aid to counselors for individual student guidance

The model format displayed on page 16 would serve any or all of the above purposes. For sample planned course statements with the model format I, see pages 20 – 39.

MODEL II PLANNED COURSE STATEMENTS

If a district anticipates using its planned course statements for curriculum planning and/or other administrative purposes, probably more information should be included.

The following list of purposes could be served by planned course statements in terms of curriculum planning and/or other administrative purposes.

- To serve as an outline for daily instruction
- To provide continuity between individual courses which are designed to lead toward attainment of the same competencies within a district
- To provide a means of coordination between departments within a particular school
- To coordinate curriculum planning within a building or district
- To serve as a means of orientation for new staff members
- To assist in the decision making process when adding or deleting a course
- To facilitate the evaluation of curriculum, instruction and learning

The model format displayed on page 17 would serve any or all of the above purposes. For samples of planned course statements with model format II see pages 40 – 49.

If the local district chooses not to use the model forms included with these guidelines, any form which is developed and used must include those required features identified in the section of this guide entitled "Documented Evidence of Planned Courses" on page 7.

MODEL I

PLANNED COURSE STATEMENT

Department _____ Area(s) of Study _____

Course Title _____ Course Number _____

Length of Course _____ No. of Credits _____ Grade Level (s) _____

Prerequisite(s) _____ Credit by Exam Available? ☐ Yes ☐ No

Check one

- ☐ Required
- ☐ Selective
- ☐ Elective

Alternative Learning Opportunities (Check one or more)

- ☐ Does Not Apply
- ☐ Independent Study
- ☐ Off-Campus Experience
- ☐ Other (Explain in Course Overview)

Course Overview:

Course Goals:

Minimum Survival Graduation Competencies:

MODEL II

PLANNED COURSE STATEMENT

Department _____ Area(s) of Study _____

Course Title _____ Course Number _____

Length of Course _____ No. of Credits _____ Grade Level(s) _____

Prerequisite(s) _____ Credit by Exam Available? ☐ Yes ☐ No

Check one

- ☐ Required
- ☐ Selective
- ☐ Elective

Alternative Learning Opportunities (Check one or more)

- ☐ Does Not Apply
- ☐ Independent Study
- ☐ Off-Campus Experience
- ☐ Other (Explain in Course Overview)

Course Overview:

Program Goals: (Optional)

Course Goals:

Minimum Survival Graduation Competencies: Performance Indicators: (Optional)

Learning Activities: (Optional)

Assessment Procedures: (Optional)

APPENDIX

MODEL I

PLANNED COURSE STATEMENT

Department Language Arts Area(s) of Study Communication Skills

Course Title Speak Out Course Number Sp. 101

Length of Course 9 weeks No. of Credits 1/4 Grade Level (s) 9-10

Prerequisite(s) None Credit by Exam Available? ☐ Yes ☒ No

Check one

- ☐ Required
- ☒ Selective
- ☐ Elective

Alternative Learning Opportunities (Check one or more)

- ☒ Does Not Apply
- ☐ Independent Study
- ☐ Off-Campus Experience
- ☐ Other (Explain in Course Overview)

Course Overview:

This course will center around the process and practice of oral communication with the main emphasis upon public speaking. Experiences in interpersonal communication, particular types of speaking exercises (extemporaneous, after dinner, anecdotal speeches) will be included.

Course Goals:

- The student will know five or more rules on the organization of a speech.
- The student will be able to use three or more rules of speech organization to prepare a speech.
- The student will know one or more methods of identifying the main ideas of a speech delivered via TV and/or radio.
- The student will be able to deliver at least one short speech on a topic of interest in the area of sports or sporting events. (Other topics upon agreement between the student and teacher.)

Minimum Survival Graduation Competencies:

- The student will be able to perform two or more consecutive tasks upon receiving oral directions.
- The student will be able to present oral directions to others in a manner which others can follow.

MODEL I

PLANNED COURSE STATEMENTS

Department Language Arts Area(s) of Study Communication Skills

Course Title The World Speaks Course Number Sp. 109

Length of Course 9 weeks No. of Credits 1/4 Grade Level(s) 9-10

Prerequisite(s) None Credit by Exam Available? ☐ Yes ☒ No

Check one

- ☐ Required
- ☒ Selective
- ☐ Elective

Alternative Learning Opportunities (Check one or more)

- ☒ Does Not Apply
- ☐ Independent Study
- ☐ Off-Campus Experience
- ☐ Other (Explain in Course Overview)

Course Overview:

This course will center around the process and knowledge of oral communication with the main emphasis upon famous orators of U.S. politics and their speaking skills. Students will become familiar with at least one outstanding orator. Role play presentations will be used.

Course Goals:

- The student will know at least three nationally noted orators in the field of U.S. politics.
- The student will know one or more speaking attribute which made the noted orator successful.
- The student will know one or more speaking attributes which made the noted noted orator in a short speech.
- The student will know at least twenty new (to him/her) vocabulary words which the noted orators used in their speaking careers.
- The student will be able to use five of the twenty new vocabulary words in a short speech.

Minimum Survival Graduation Competencies:

- The student will be able to perform one or more consecutive tasks upon receiving oral directions.
- The student will be able to present oral directions to others in a manner which others can follow.

MODEL I

PLANNED COURSE STATEMENT

Department Fine Arts Area(s) of Study Communication Skills

Course Title Drama I Course Number None

Length of Course 36 weeks No. of Credits 1 Grade Level(s) 9

Prerequisite(s) Student option and counseling Credit by Exam Available? ☐ Yes ☒ No

Check one

- ☐ Required
- ☐ Selective
- ☒ Elective

Alternative Learning Opportunities (Check one or more)

- ☐ Does Not Apply
- ☐ Independent Study
- ☒ Off-Campus Experience
- ☐ Other (Explain in Course Overview)

Course Overview:

Drama I surveys dramatic composition (script), theatre history, mass communication, play production, stage directions, acting techniques. The course is designed to have students develop expressiveness of both speech and body, develop ability to dramatize personal problems, develop social insight and interest in dramatic literature, develop a realization of the individual within the group. The course will include producing two one-act plays, a number of short skits, and a field trip to a theatrical performance.

Course Goals:

- The student will know at least three major art forms which are synthesized in drama.
- The student will know that a character in a play can be revealed by one or more characteristics.
- The student will know that plot is the scheme of action which indicates the progression of events in a play.
- The student will be able to assume the characteristics necessary to play a role in a play.

Minimum Survival Graduation Competencies:

- The student will be able to speak understandably to an audience.
- The student will know that drama can play an important part in his personal enjoyment.

MODEL I

PLANNED COURSE STATEMENTS

Department Mathematics Area(s) of Study Mathematics

Course Title Algebra I Course Number

Length of Course 1 year No. of Credits 1 Grade Level(s) 9-12

Prerequisite(s) Credit by Exam Available? ☒ Yes ☐ No

Check one

- ☐ Required
- ☒ Selective
- ☐ Elective

Alternative Learning Opportunities (Check one or more)

- ☒ Does Not Apply
- ☐ Independent Study
- ☐ Off-Campus Experience
- ☐ Other (Explain in Course Overview)

Course Overview:

The Algebra I course will focus primarily on problem-solving techniques, set operations, linear equalities and inequalities, operations on polynomials, solution of simultaneous equations, absolute value, the real number system and its properties, simplifying expressions, and the cartesian coordinate system.

Course Goals:

- The student will be able to apply simple algebraic techniques in the solution of common problems.
- The student will be able to derive linear equations or inequalities from graphs in the cartesian coordinate system and, conversely, will be able to graph linear equations and inequalities.
- The student will be able to use algebraic techniques in pursuit of further knowledge in other subject areas and branches of mathematics.

Minimum Survival Graduation Competencies:

- The student will be able to use the symbols, elements, operations, and properties of the real number system.
- The student will be able to use common formulae.
- The student will be able to compute with accuracy and speed, in operating with numbers and simple algebraic expressions.

MODEL I

PLANNED COURSE STATEMENT

Department Mathematics Area(s) of Study Mathematics

Course Title General Math Course Number

Length of Course 1 year No. of Credits 1 Grade Level(s) 9

Prerequisite(s) None Credit by Exam Available? ☒ Yes ☐ No

Check one

- ☐ Required
- ☒ Selective
- ☐ Elective

Alternative Learning Opportunities (Check one or more)

- ☒ Does Not Apply
- ☐ Independent Study
- ☐ Off-Campus Experience
- ☐ Other (Explain in Course Overview)

Course Overview:

The 9th grade General Math course will focus primarily on the mastery and application of the four basic operations with respect to whole and rational number systems and the integers. The course will also be concerned with basic geometric concepts and measuring skills.

Course Goals:

- The student will be able to apply ratios and proportions and/or percents to make comparisons.
- The student will be able to interpret common formulas into computational exercises.
- The student will be able to derive numerical information from commonly used graphs.
- The student will be able to use a variety of measuring devices, such as the meterstick, thermometer, balance scale, etc., within a predetermined precision.
- The student will be able to use geometric concepts to compute indirect measurements.

Minimum Survival Graduation Competencies:

- The student will be able to perform basic arithmetic operations with whole numbers and positive rational numbers.
- The student will be able to apply basic computational skills in solving problems commonly encountered in everyday life.
- The student will be able to interpret the terminology of common measurement systems.
- The student will be able to recognize simple geometric forms and relationships.
- The student will be able to apply basic measuring skills.
- The student will be able to use a calculator to perform basic arithmetic operations.

MODEL I

PLANNED COURSE STATEMENT

Department Social Studies Area(s) of Study Social Science

Course Title Social Studies I Course Number

Length of Course 18 No. of Credits 1/2 Grade Level(s) 9

Prerequisite(s) Credit by Exam Available? ☐ Yes ☒ No

Check one

- ☒ Required
- ☐ Selective
- ☐ Elective

Alternative Learning Opportunities (Check one or more)

- ☐ Does Not Apply
- ☒ Independent Study
- ☒ Off-Campus Experience
- ☐ Other (Explain in Course Overview)

Course Overview:

This course introduces skills and knowledge of the various social science disciplines. Emphasis will be placed on current issues (e.g. environmental problems, minority concerns, and state and local government).

Course Goals:

- The student will know basic tools of the social scientist, including inquiry and problem-solving procedures, particularly as they may be applied to the study of social problems.
- The student will be able to identify major current social problems and propose alternative solutions to those problems.
- The student will know the costs and benefits of alternative solutions to environmental problems.

Minimum Survival Graduation Competencies:

- The student will be able to use related historical information as a basis for solving current problems.
- The student will be able to resolve value conflicts in meeting personal needs.
- The student will be able to describe alternative solutions to the problems of over-population and urbanization.
- The student will know three current environmental problems.

MODEL I

PLANNED COURSE STATEMENT

Department Social Studies Area(s) of Study Citizenship

Course Title Introduction to Current Affairs Course Number

Length of Course No. of Credits 1 unit Grade Level (s) 9

Prerequisite(s) Credit by Exam Available? ☐ Yes ☒ No

Check one

- ☒ Required
- ☐ Selective
- ☐ Elective

Alternative Learning Opportunities (Check one or more)

- ☐ Does Not Apply
- ☐ Independent Study
- ☒ Off-Campus Experience
- ☐ Other (Explain in Course Overview)

Course Overview:

This course will focus on major social, economic, and political issues of the day with emphasis on those of state and local concern (e.g., minorities, employment, juvenile justice, education). The decision-making process including examination of values, alternatives, and consequences will be considered with each issue. Finally, there will be many field experiences where students will observe professionals dealing with issues being considered.

Course Goals:

- The student will know inquiry and problem-solving procedures which may be applied to the study of social problems, including: identification, data gathering, data interpretation, data representation, hypothesis formation and testing, reevaluation, generalizing, restructuring behavior.
- The student will know ways in which competing values within a society can create conflict.
- The student will know methods of citizen action in decision making in a democratic society such as voting, lobbying, and expression of public opinion.
- The student will know ways that young people are playing an increasingly greater role in today's political systems (e.g., vote at 18, participation in political process, election to school boards and other public offices).

Minimum Survival Graduation Competencies:

- The student will know his basic rights and responsibilities within the American legal system.
- The student will know appropriate governmental or political agencies to contact for assistance with basic problems or concerns.
- The student will know values exhibited in typical individual behaviors and in legal codes.

MODEL I

PLANNED COURSE STATEMENT

Department Science Area(s) of Study Laboratory Science

Course Title Physical Science Course Number 112

Length of Course 1 year No. of Credits 1 Grade Level(s) 9

Prerequisite(s) None Credit by Exam Available? ☒ Yes ☐ No

Check one

- ☐ Required
- ☒ Selective
- ☐ Elective

Alternative Learning Opportunities (Check one or more)

- ☒ Does Not Apply
- ☐ Independent Study
- ☐ Off-Campus Experience
- ☐ Other (Explain in Course Overview)

Course Overview:

The course will cover areas that are basic to an understanding of our physical environment. Matter will be studied from the point of view of atoms, molecules, elements, compounds, and the states and properties of matter. Motion, forms of mechanical energy, and simple machines will be related to modern technology. Important characteristics of light, sound and electricity will be developed. The student will learn to use the metric system as a tool in the year's studies.

Course Goals:

- The student will be able to sketch a Bohr Model of an atom, identifying the nucleus and electrons.
- The student will know the symbols for the chemical elements in the first three periods and for the common transition metals in the periodic chart.
- The student will know that molecules of elements consist of one atom or two or more atoms bonded together.
- The student will know that compounds consist of two or more different elements bonded together.
- The student will know that density is defined to be the ratio of the mass of an object to its volume.
- The student will be able to resolve motion into its three-dimensional components.
- The student will know the classes of simple machines.
- The student will know how color and light frequency are related.
- The student will know the characteristics of sound waves.

Minimum Survival Graduation Competencies:

- The student will know that each elemental substance may exist as a gas, liquid, or solid depending on the temperature.
- The student will know the standard metric units.
- The student will be able to determine the average speed of objects in a physical situation.
- The student will know ways in which charges move through a conductor.

MODEL I

PLANNED COURSE STATEMENT

Department Science Area(s) of Study Laboratory Science

Course Title Physical Science Course Number 113

Length of Course 1 year No. of Credits 1 Grade Level(s) 9

Prerequisite(s) Credit by Exam Available? ☒ Yes ☐ No

Check one

- ☐ Required
- ☒ Selective
- ☐ Elective

Alternative Learning Opportunities (Check one or more)

- ☒ Does Not Apply
- ☐ Independent Study
- ☐ Off-Campus Experience
- ☐ Other (Explain in Course Overview)

Course Overview:

The course will deal with characteristics of matter, with the nature of several physical systems, and with some interrelationships among physical systems. Procedures will be developed for studying these systems and for using these systems (and procedures) in future studies. Systems studied will include substances, mixtures, elements, and compounds. The use of such models as atoms and molecules will be studied in interpreting natural phenomena.

Course Goals:

- The student will know how the concepts of atoms and molecules can be used to explain many kinds of naiural phenomena.
- The student will be able to determine the density of both regular and irregularly-shaped objects.
- The student will know that the properties exhibited by matter identify the matter.
- The student will value a society committed to the continual expansion of human knowledge.
- The student will be able to use accurate terms, symbols, illustrations, or models to represent observations.
- The student will be able to select and use appropriate units and instruments for measuring identifiable, scientifically-defined properties.

Minimum Survival Graduation Competencies:

- The student will value the ability to make rational and informed judgments, choices and decisions.
- The student will be able to use logical operations and appropriate strategies, models, etc., in analyzing or questioning rationales.
- The student will value curiosity about: reality, self, the future, causes and effects.
- The student will be able to use a variety of sources to acquire information.
- The student will be able to evaluate the internal consistency and accuracy of data and conclusions communicated by others, or acquired through personal experience.

MODEL I

PLANNED COURSE STATEMENT

Department Science Area(s) of Study Laboratory Science

Course Title Physical Science Course Number III

Length of Course 1 year No. of Credits 1 Grade Level(s) 9

Prerequisite(s) None Credit by Exam Available? ☒ Yes ☐ No

Check one

- ☐ Required
- ☒ Selective
- ☐ Elective

Alternative Learning Opportunities (Check one or more)

- ☐ Does Not Apply
- ☐ Independent Study
- ☒ Off-Campus Experience
- ☐ Other (Explain in Course Overview)

Course Overview:

Content will be used as a vehicle to provide intellectual stimulation for students who have developed little interest in science. Basic observational and measurement skills will be developed to use in predicting and inferring an unknown from the known. Conceptual ideas such as matter, energy, and interaction will be the organizational themes for the selection of content that will be important in the student's thinking and experiences.

Course Goals:

- The student will be able to compare masses quantitatively.
- The student will be able to compare intervals of time quantitatively.
- The student will know that all motion is relative.
- The student will be able to compare speeds according to his own experience.
- The student will be able to create, match and complete patterns with a mirror(s).
- The student will know that colors are perceptions of the human mind.
- The student will be able to combine colors to produce a desired effect.
- The student will be able to produce sound by causing objects to vibrate.
- The student will value a society which provides freedom to express and communicate facts, ideas and opinions.
- The student will know that scientific inquiry is "one way of knowing" truth or reality within the limitations of human capabilities.

Minimum Survival Graduation Competencies:

- The student will be able to select measurement instruments and procedures appropriate to purpose.
- The student will be able to use a simple machine to do work.
- The student will value aesthetic experiences.

MODEL I

PLANNED COURSE STATEMENT

Department Physical Education Area(s) of Study Physical Education

Course Title Individual and Group Sports Course Number None

Length of Course 36 weeks No. of Credits 1 Grade Level(s) 9

Prerequisite(s) None Credit by Exam Available? ☐ Yes ☒ No

Check one

- ☐ Required
- ☒ Selective
- ☐ Elective

Alternative Learning Opportunities (Check one or more)

- ☒ Does Not Apply
- ☐ Independent Study
- ☐ Off-Campus Experience
- ☐ Other (Explain in Course Overview)

Course Overview:

Individual and group sports acquaint the student with those team and individual sports which can lead to constructive leisure time activities. The student will be introduced to the physical skills which help develop basic athletic ability and agility.

Course Goals:

- The student will know the rules of at least five individual sports.
- The student will know the rules of at least two major group sports.
- The student will be able to participate in at least two individual sports.
- The student will be able to participate in at least one major group sport.
- The student will know that physical fitness is an important factor in being able to participate in sports.
- The student will know what effect sportsmanship has upon participants in sports activities.
- The student will know how to care for equipment used in sports activities.

Minimum Survival Graduation Competencies:

- The student will be able to take an active role in group activities.
- The student will be able to describe activities which promote physical fitness.
- The student will know two lifelong recreational activities.
- The student will know the meaning of respect for people.
- The student will know the meaning of respect for property.

MODEL I

PLANNED COURSE STATEMENT

Department Business - Home Economics - Social Studies Area(s) of Study Personal Finance

Course Title Buyer Beware Course Number

Length of Course 18 weeks No. of Credits .50 Grade Level(s) 11-12

Prerequisite(s) Dollars and Sense Credit by Exam Available? ☒ Yes ☐ No

Check one

- ☒ Required
- ☐ Selective
- ☐ Elective

Alternative Learning Opportunities (Check one or more)

- ☐ Does Not Apply
- ☐ Independent Study
- ☒ Off-Campus Experience
- ☐ Other (Explain in Course Overview)

Course Overview:

This course builds upon previous learnings focused on personal spending, emphasizing the student's concerns and responsibilities as an adult consumer. Analysis of alternatives in daily and long-term spending, savings and investment for individuals and families, and knowledge of legal rights and responsibilities as well as sources of consumer assistance will be stressed. Activities and experiences, both in-class and out-of-class, will be used to provide maximum opportunities in consumer involvement.

Course Goals:

- The student will know how employment income and fringe benefits affect financial security.
- The student will be able to construct a realistic budget for families with different needs.
- The student will know how accurately kept records facilitate income tax reporting and help maintain financial stability.
- The student will be able to estimate the consequence for family finance before signing a legal document.
- The student will know several fraudulent and deceptive practices sometimes used in the market place.
- The student will know the functions and services of various agencies providing assistance to consumers.
- The student will know the significance of laws enacted to protect consumer rights.

Minimum Survival Graduation Competencies:

- The student will know how to predict the financial implications of payroll deductions.
- The student will be able to plan a realistic budget.
- The student will be able to name at least five personal factors which could influence purchasing decision.
- The student will be able to name two or more local, state, or national agencies responsible for regulating commodities or services.
- The student will be able to identify specific federal and state laws which protect consumers in specific situations.

MODEL I

PLANNED COURSE STATEMENT

Department Business - Home Economics - Social Studies Area(s) of Study Personal Finance

Course Title Dollars and Sense Course Number

Length of Course 18 weeks No. of Credits .50 Grade Level(s) 9-10

Prerequisite(s) None Credit by Exam Available? ☒ Yes ☐ No

Check one

- ☒ Required
- ☐ Selective
- ☐ Elective

Alternative Learning Opportunities (Check one or more)

- ☐ Does Not Apply
- ☐ Independent Study
- ☒ Off-Campus Experience
- ☐ Other (Explain in Course Overview)

Course Overview:

This course is designed to meet the needs of students in their *current* role as a "consumer of goods and services." Activities involving earning, saving, spending, advertising, banking, and buying, will be the focus of the course. Student involvement in real-life experiences will be emphasized so that basic knowledge and skills related to personal spending can be clarified.

Course Goals:

- The student will be able to estimate the take-home pay of any job for which he applies.
- The student will know correct uses of banking services which aid in personal money management.
- The student will know that the cost of credit will vary according to many factors involved in a transaction.
- The student will be able to analyze the effect of advertising on his choice of goods and services.
- The student will know the elements of credit will vary according to many factors involved in a transaction.
- The student will be able to analyze the effect of advertising on his choice of goods and services.
- The student will know the elements of careful shopping and buying procedures.
- The student will know the rights and responsibilities of buyer and seller in the market place.

Minimum Survival Graduation Competencies:

- The student will know the difference between the terms of gross pay and take-home pay.
- The student will be able to write a check.
- The student will be able to balance a checkbook.
- The student will be able to reconcile a bank statement.
- The student will be able to identify consumer practices which are considered responsible.

MODEL I

PLANNED COURSE STATEMENT

Department Career Education Area(s) of Study Career Exploration

Course Title My Career Course Number

Length of Course 1 year No. of Credits 1 Grade Level(s) 9

Prerequisite(s) Credit by Exam Available? ☐ Yes ☒ No

Check one

- ☒ Required
- ☐ Selective
- ☐ Elective

Alternative Learning Opportunities (Check one or more)

- ☒ Does Not Apply
- ☐ Independent Study
- ☐ Off-Campus Experience
- ☐ Other (Explain in Course Overview)

Program Overview:

The course will involve a student in self-understanding through occupational exploration. He will develop a self-appraisal of occupational interests and self-understanding. School curriculum will be related to occupational planning. The student will study the individual's role in the economic system. It is intended that he will do in-depth study using occupational information and exploring work involving jobs using data, people and things. The student will be assisted in evaluating experiences.

Program Goals:

- The student will write about his tentative occupational plans.
- The student will know the purpose of the course, its general content, the methods to be used and specific requirements.
- The student will become familiar with occupational classification and clusters.
- The student will become aware of the terminology used for self-understanding and job selection.
- The student will compile a profile of himself from which he will assess his strengths and weaknesses.
- The student will relate the value of school studies for future occupational opportunities.
- The student will define his role as a potential producer and consumer.
- The student will learn to interpret the D.O.T. numerical coding system and to use the D.O.T. system in finding and filing occupational information.
- The student will do in-depth study of occupations in relation to data, people and things.

Minimum Survival Graduation Competencies:

- The student will be able to relate self-understanding to a tentative occupational choice.
- The student will know effective resources and techniques for locating and acquiring a job.
- The student will be able to identify at least four factors involved in holding a job.

MODEL I

PLANNED COURSE STATEMENT

Department Industrial Education Area(s) of Study Career Education

Course Title Furniture and Cabinet Making Course Number 6.0

Length of Course 1 year No. of Credits 1 Grade Level(s) 11-12

Prerequisite(s) Wood Tech I, Wood Tech II, Drawing Credit by Exam available? ☐ Yes ☒ No

Check one

- ☐ Required
- ☒ Selective
- ☐ Elective

Alternative Learning Opportunities (Check one or more)

- ☒ Does Not Apply
- ☐ Independent Study
- ☐ Off-Campus Experience
- ☐ Other (Explain in Course Overview)

Course Overview:

This course is intended to give students an opportunity to develop the skills and knowledge necessary to produce cabinetry or furniture and to associate these skills with a career in that industry.

Course Goals:

- The student will know the skills necessary to design and build furniture and cabinets.
- The student will know the types of materials used in furniture and cabinet making.
- The student will be able to produce and read working drawings of furniture and cabinetry projects.
- The student will be able to complete a piece of furniture or cabinetry.
- The student will be able to use and care for wood-working machines and tools.
- The student will be able to choose and apply various types of finishes to furniture and cabinetry.

Minimum Survival Graduation Competencies:

- The student will know of job opportunities in furniture and cabinet making.
- The student will know common work practices used in furniture and cabinet shops.
- The student will know union requirements connected with furniture and cabinet making.

MODEL I

PLANNED COURSE STATEMENT

Department Business Area(s) of Study (Career Education) District Requirement

Course Title Typing I Course Number 256

Length of Course 36 weeks No. of Credits C.E. .25 B.E. .75 Grade Level(s) 9

Prerequisite(s) None Credit by Exam Available? ☒ Yes ☐ No

Check one

- ☒ Required
- ☐ Selective
- ☐ Elective

Alternative Learning Opportunities (Check one or more)

- ☒ Does Not Apply
- ☐ Independent Study
- ☐ Off-Campus Experience
- ☐ Other (Explain in Course Overview)

Course Overview:

This course offers the student knowledge of, and practice in, the basic skills of typing. In addition to typing, it includes instruction concerning work attitudes and work habits.

Course Goals:

- The student will know the locations of all keys on the typewriter by touch.
- The student will know the forms for tabulations, manuscripts, and letters.
- The student will be able to type tabulations, manuscripts, and letters.
- The student will be able to type letters from handwritten form at a rate of 40 word per minute.
- The student will be able to use at least two methods for making typing corrections.

Minimum Survival Graduation Competencies:

- The student will know the effect of attitudes that people have toward work.
- The student will know the importance of punctuality and regular attendance at work.
- The student will be able to use basic reading skills to obtain information, ideas, or directions.
- The student will be able to use correct punctuation, spelling and sentence structure in typing.

MODEL I

PLANNED COURSE STATEMENT

Department Music Area(s) of Study Elective

Course Title Concert Band Course Number

Length of Course 36 weeks No. of Credits 1 Grade Level(s) 9-12

Prerequisite(s) Instructor consent (audition) Credit by Exam Available? ☐ Yes ☒ No

Check one

- ☐ Required
- ☐ Selective
- ☒ Elective

Alternative Learning Opportunities (Check one or more)

- ☐ Does Not Apply
- ☐ Independent Study
- ☒ Off-Campus Experience
- ☐ Other (Explain in Course Overview)

Course Overview:

This class stresses an understanding of music by allowing students to perform a variety of styles and historic genre in instrumental music. The elements of music are studied in individual, small, and large group performances. Activities include listening to music, rehearsing and performing, and studying about music. Students gain admittance to the Concert Band through audition.

Course Goals:

- The student will be able to demonstrate on his instrument music that moves in double or triple meter or in combinations of these.
- The student will be able to state that a part is either melody or harmony.
- The student will be able to distinguish the contrasting and similar sections or phrases in a musical composition.
- The student will be able to identify at least two different styles of compositions upon hearing them played.

Minimum Survival Graduation Competencies:

- The student will know that music can play an important part in his personal enjoyment.
- The student will know the value of playing a musical instrument in terms of personal self-fulfillment.

MODEL I

PLANNED COURSE STATEMENT

Department Foreign Language Area(s) of Study Communication

Course Title Spanish I Course Number None

Length of Course 36 weeks No. of Credits 1 Grade Level(s) 9-10-11

Prerequisite(s) None Credit by Exam Available? ☐ Yes ☒ No

Check one

- ☐ Required
- ☐ Selective
- ☒ Elective

Alternative Learning Opportunities (Check one or more)

- ☒ Does Not Apply
- ☐ Independent Study
- ☐ Off-Campus Experience
- ☐ Other (Explain in Course Overview)

Course Overview:

This course will center around the basic speaking vocabulary of the Spanish language. Some reading and writing will be required. Instruction will be mainly conversational.

Course Goals:

- The student will be able to converse with another student in the Spanish language.
- The student will be able to read fluently a simple passage written in Spanish.
- The student will be able to give a general translation from Spanish to English of paragraphs read.
- The student will be able to write simple dictated sentences in Spanish.

Minimum Survival Graduation Competencies:

- The student will be able to use good listening techniques.
- The student will be able to use verbal and nonverbal clues to emphasize or signal a change of thought.
- The student will be able to demonstrate mastery of basic reading skills.
- The student will be able to write a legible sentence using correct punctuation, capital letter, spelling, and sentence structure.

MODEL I

PLANNED PROGRAM STATEMENT*

Department Career Education Area(s) of Study Career Exploration

Course Title _____ Course Number _____

Length of Course _____ No. of Credits 1 Grade Level(s) 9-12

Prerequisite(s) _____ Credit by Exam Available? ☐ Yes ☒ No

Check one

- ☐ Required
- ☐ Selective
- ☒ Elective

Alternative Learning Opportunities (Check one or more)

- ☐ Does Not Apply
- ☐ Independent Study
- ☒ Off-Campus Expereince
- ☐ Other (Explain in Course Overview)

Program Overview:

The Career Education program goals may be met through a variety of courses or experiences at a variety of grade levels within the curriculum. This program is intended to guide students toward making tentative occupational choices and informing them of the various avenues of achieving occupational goals.

Program Goals:

- Students will be able to utilize information gained from standardized tests for the purpose of making occupational decisions.
- The student will find information covering training opportunities for a particular job of interest to him or her.
- The student will successfully perform in at least one exploratory work experience station of his or her choice.
- Students will recognize the interrelationship of the following life roles: vocational, leisure, family and citizenship.
- The student will recognize individuals differences that affect one's chances for success and fulfillment in a job of his or her choice.
- Students will utilize the various agencies and publications that inform the public of job openings.

*PLEASE NOTE THAT THIS IS A PLANNED PROGRAM, NOT A PLANNED COURSE

MODEL I

PLANNED PROGRAM STATEMENT*

Department Career Exploration Area(s) of Study Career Exploration

Course Title _____ Course Number _____

Length of Course _____ No. of Credits 1 Grade Level(s) 9-12

Prerequisite(s) _____ Credit by Exam Available? ☒ Yes ☐ No

Check one

- ☐ Required
- ☒ Selective
- ☐ Elective

Alternative Learning Opportunities (Check one or more)

- ☒ Does Not Apply
- ☐ Independent Study
- ☐ Off-Campus Experience
- ☐ Other (Explain in Course Overview)

Program Overview:

The Career Education program goals may be met through a variety of courses or experiences at a variety of grade levels within the curriculum. This program is intended to enable students to make informed, tentative decisions concerning their future in the world of work.

Program Goals:

- The student will identify other occupations closely related to an occupation of his or her interest that represent a broad spectrum from the entry level to the professional level.
- Students will prepare plans consisting of the progressive steps to reaching an occupational goal.
- Students can assess occupational information in relation to her/his own capabilities.

Minimum Survival Graduation Competencies:

- The student will be able to identify a cluster program in preparation for a broad group of occupations.

*PLEASE NOTE THAT THIS IS A PLANNED PROGRAM, NOT A PLANNED COURSE

MODEL II

PLANNED COURSE STATEMENT

Department Language Arts Area(s) of Study Communication Skills

Course Title Basic Composition Course Number 513 - 11

Length of Course 9 weeks No. of Credits 1/4 Grade Level(s) 10-11-12

Prerequisite(s) None Credit by Exam Available? ☒ Yes ☐ No

Check one

- ☐ Required
- ☒ Selective
- ☐ Elective

Alternative Learning Opportunities (Check one or more)

- ☒ Does Not Apply
- ☐ Independent Study
- ☐ Off-Campus Experience
- ☐ Other (Explain in Course Overview)

Course Overview:

The course is designed to enable a student to understand paragraph development. Basic mechanics, spelling, and conventions of good writing to assure accuracy and clarity in communication will be stressed. Imitating models, developing diaries, writing editorials, collecting cartoon dialogues are some major activities in the course.

Program Goals: (Optional)

Course Goals:

- The student will be able to place punctuation and capitalization marks where they apply in written discourse.
- The student will be able to spell the basic words of English.
- The student will be able to write complete sentences.
- The student will be able to write coherent paragraphs according to these purposes in communication: to describe, to interpret, and to persuade.

Minimum Survival Graduation Competencies:	Performance Indicators: (Optional)
– The student will write legible passages using correct punctuation, capital letters, spelling and sentence structure.	The student: Given a sample of writing without punctuation, will be able to provide commas, periods, question marks, apostrophes in contraction, apostrophes in possession, and simple quotation marks. (80% accuracy) Will be able to spell 50 words randomly selected from the Dolch Word List. (80% accuracy) Will be able to write 15 complete sentences which are neither fragmented nor run together by using appropriate capitalization and punctuation. (80% accuracy)
– The student will organize sentences and paragraphs that will give directions, report, describe, or support an opinion.	Will be able to write a paragraph of six sentences or more, with no title but including a topic statement, describing a location, object, person, animal, or process real or fictional. The paragraph will contain complete sentences and no more than one spelling error. (80% accuracy) Will be able to write a paragraph of six sentences or more, with no title but including a topic statement, interpreting an object, an event, an abstract idea, a mood, or an emotion. The paragraph will contain complete sentences and no more than one spelling error. (80% accuracy)

MODEL II

PLANNED COURSE STATEMENT

Department English Area(s) of Study Communication Skills

Course Title Communications I Course Number None

Length of Course 36 weeks No. of Credits 1 Grade Level(s) 9

Prerequisite(s) None Credit by Exam Available? ☐ Yes ☒ No

Check one

- ☒ Required
- ☐ Selective
- ☐ Elective

Alternative Learning Opportunities (Check one or more)

- ☒ Does Not Apply
- ☐ Independent Study
- ☐ Off-Campus Experience
- ☐ Other (Explain in Course Overview)

Course Overview:

Communications I deals with the basic skills involved in speaking, listening, reading, and writing. Class activities will vary in terms of small group discussion, individual reports, audience simulation, and independent reading assignments.

Program Goals: (Optional)

Course Goals:

- The student will be able to recognize the effects of a writer's particular purpose, style and techniques.
- The student will be able to use word clues to select main ideas and supporting detail.
- The student will be able to write legible passages using correct punctuation, capital letters, spelling and sentence structure.

Minimum Survival Graduation Competencies:

- The student will be able to demonstrate comprehension through listing.
- The student will be able to present ideas in an orderly manner for accurate communication of information.
- The student will contribute effectively to group discussion.
- The student will be able to apply basic reading skills to obtain needed information, ideas, or directions.

Performance Indicators:

Given ten sentences, the student will be able to place commas correctly to separate items written in a series.

Given a composed letter and an envelope, the student will write and correctly punctuate:

(1) the heading and inside address on the letter.

(2) the mailing and return address on the envelope.

Given a paragraph containing compound, complex and simple sentences with the punctuation omitted, the student will supply the correct punctuation.

Given a sample of writing without capital letters and end punctuation, the student will rewrite the passage demonstrating correct use of capital letters and end punctuation.

Given a topic, the student will write a paragraph containing no sentence fragments or run-on sentences.

Given writing assignments and a common basic word list, the student will evaluate his spelling by consulting the list.

Given oral instructions, the student will carry out the process in the proper sequence.

Given the topic, the student will use logical reasoning to present his ideas.

Given a selection at the learner's reading level, followed directly by three questions with the answer to each contained in a sentence from the paragraph, the student will underline the sentence that answers each question.

Given five tasks with written directions, the student will:

(1) underline the performance words or phrases.

(2) follow the directions accurately for each task.

Learning Activities: (Optional)

Assessment Procedures: (Optional)

MODEL II

PLANNED COURSE STATEMENT

Department Language Arts Area(s) of Study Communication Skills

Course Title Talk-Talk-Talk Course Number Sp 106

Length of Course 9 weeks No. of Credits 1/4 Grade Level(s) 9-10

Prerequisite(s) None Credit by Exam Available? ☐ Yes ☒ No

Check one

- ☐ Required
- ☒ Selective
- ☐ Elective

Alternative Learning Opportunities (Check one or more)

- ☒ Does Not Apply
- ☐ Independent Study
- ☐ Off-Campus Experience
- ☐ Other (Explain in Course Overview)

Course Overview:

This course will center around the process and knowledge of oral communication with the main emphasis upon personal conversation. Experiences in small group discussions designed to understand nonverbal as well as verbal communication signals will take place through role playing.

Program Goals: (Optional)

- Students will adapt their speech and writing to different purposes, audiences and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.
- Students will acquire, interpret, and evaluate information through purposeful and critical observation and listening.
- Students will express and interpret ideas, attitudes, and feelings effectively in nonverbal ways.

Course Goals:

- The student will know three or more acceptable methods for expressing his/her point of view in personal conversation.
- The student will be able to use one or more acceptable methods for expressing his/her point of view in personal conversation
- The student will know the effects of facial expression and body movements upon the ability to communicate in personal communication.
- The student will be able to use facial expression as a part of personal communication skill.

Minimum Survival Graduation Competencies:

- The student will be able to perform one or more consecutive tasks upon receiving oral directions.
- The student will be able to present oral directions to others in a manner which others can follow.

Learning Activities: (Optional)

Assessment Procedures: (Optional)

MODEL II

PLANNED COURSE STATEMENT

Department Mathematics Area(s) of Study Mathematics

Course Title Basic Math Course Number

Length of Course 1 year No. of Credits 1 Grade Level(s) 9

Prerequisite(s) Credit by Exam Available? ☒ Yes ☐ No

Check One

- ☒ Required
- ☐ Selective
- ☐ Elective

Alternative Learning Opportunities (Check one or more)

- ☒ Does Not Apply
- ☐ Independent Study
- ☐ Off-Campus Experience
- ☐ Other (Explain in Course Overview)

Course Overview:

This course reviews and increases understanding in the use of the four fundamental operations as applied to whole numbers, common and decimal fractions and percentages. Emphasis will be placed on improving computational skills and organizing problem-solving abilities and on applying those skills and abilities to mathematical activities. It is designed to meet the minimum competencies of mathematics.

Program Goals: (Optional)

- Students will be able to compute with accuracy and efficiency in the four fundamental operations as applied to whole numbers, common and decimal fractions.
- Students will apply computational skills, or a calculator, to solve common quantitative problems.

Course Goals:

- The student will know and be able to use computational skills (w.r.t. whole numbers and fractions) to solve elementary problems.

Minimum Survival Graduation Competencies:	Performance Indicators:
– The student will be able to compute with accuracy and efficiency the four fundamental operations on whole numbers, fractions, decimals and percentages.	The student: Given exercises of addition and subtraction of whole numbers, will complete the computations with 80% accuracy. Given exercises of addition and subtraction of fractions, will complete the computations with 75% accuracy.
– The student will be able to make reasonable estimates.	Given a set of whole numbers, will round off each to the nearest hundred. Given a set of numbers, will estimate the sums.
– A student will be able to translate words in a problem into mathematical symbols for operations and/or relationships.	Given a number, will write it in either words or symbols as directed. Given a problem stated in words, will identify the operation and the sequence in which steps must be performed.
– The student will be able to perform calculations involving money.	Given a bill for goods or services, and the payment for that bill, will determine what change the customer should receive. Given an interest rate and the principal for a one-year period, will calculate the simple interest.

Learning Activities: (Optional)

Given a mail-order catalog, a certain amount of money and a task (retile the floor of the classroom), the student will choose a tile or vinyl, compute the cost including mailing charges and complete the order form.

Assessment Procedures: (Optional)

MODEL II

PLANNED COURSE STATEMENT

Department Social Studies Area(s) of Study Social Science

Course Title Survey of Local Government Course Number 1604

Length of Course 9 weeks No. of Credits 1/4 Grade Level(s) 10, 11, 12

Prerequisite(s) None Credit by Exam Available? ☐ Yes ☒ No

Check one

- ☐ Required
- ☒ Selective
- ☐ Elective

Alternative Learning Opportunities (Check one or more)

- ☐ Does Not Apply
- ☒ Independent Study
- ☒ Off-Campus Experience
- ☐ Other (Explain in Course Overview)

Course Overview:

This course will focus on the structure of state and local government. It will emphasize the relationship between that government and the needs and values of the citizenry concerned. To the extent possible, students will become actively involved in the political process through off campus experiences.

Program Goals: (Optional)

- Students who participate in social studies programs will, in real or simulated settings, be able to participate in democratic processes in a society.

Course Goals:

- The student will be able to identify, classify and analyze local government institutions.
- The student will know the interrelationships between local government agencies.

Minimum Survival Graduation Competencies:

- The student will be able to utilize local government agencies to meet his/her needs.
- The student will know how a citizen functions as a participant in local government.

Learning Activities: (Optional)

Assessment Procedures: (Optional)

MODEL II

PLANNED COURSE STATEMENT

Department Science Area(s) of Study Laboratory Science

Course Title Introductory Physical Science Course Number 114

Length of Course 1 year No. of Credits 1 Grade Level(s) 9

Prerequisite(s) Recommendation by 8th grade science teacher Credit by Exam Available? ☒ Yes ☐ No

Check one

- ☐ Required
- ☒ Selective
- ☐ Elective

Alternative Learning Opportunities (Check one or more)

- ☒ Does Not Apply
- ☐ Independent Study
- ☐ Off-Campus Experience
- ☐ Other (Explain in Course Overview)

Course Overview:

The following topics will be developed in sequence as prescribed by the IPS course in the text *Introductory Physical Science.*

Quantity of matter and mass
Characteristic properties
Solubility and solvents
Separation and substances
Compounds and elements
Radioactivity
Atomic models of matter
Size and masses of atoms and molecules

Program Goals:

- Students will know that measurement is important to the study of physical science.
- Students will be able to use experimentation to study science.
- Students will know ways to use data collecting and recording methods in studying physical science.
- Students will be able to recognize the complexities of matter.
- Students will be able to identify the basic changes that can take place in matter.
- Students will know the basic principles of physical science.

Course Goals:

- The student will be able to read a metric ruler, graduated cylinder, head balance and thermometer.
- The student will be able to name and set up the lab equipment necessary in the course.
- The student will be able to collect, organize and record lab data.
- The student will be able to explain and diagram an atom and molecule.
- The student will know the differences among solids, liquids, and gases.
- The student will be able to determine volume, mass and density of some liquids, solids and gases.
- The student will be able to determine the freezing, melting and boiling points of some liquids, solids and gases.
- The student will know ways that solids, liquids, and gases are related through solubility.
- The student will know ways to describe radioactivity by using atomic models, photographic plates, and geiger counters.
- The student will know ways to explain the spectrum by means of the flame test and spectroscope.

Minimum Survival Graduation Competencies:

- The student will be able to demonstrate knowledge of sufficient scientific vocabulary to function in common community, business and school activities.
- The student will be able to organize sentences and paragraphs to communicate clearly in a report.
- The student will be able to estimate distance.
- The student will be able to use the terminology of the metric and other common measurements systems.
- The student will be able to use ratios, proportions, and percents to represent comparisons.
- The student will be able to demonstrate a knowledge of the three states of matter.
- The student will be able to demonstrate a knowledge of the physical and chemical changes of matter.
- The student will know the differences among elements, compounds, mixtures and solutions.
- The student will be able to construct data, tables and graphs.

Performance Indicators:

- Given a list of five vocabulary words studied within a given unit, the student will define them.
- Given a series of five problems, the student will identify:
  1. Basic element he is asked to find.
  2. Basic elements given.
  3. Method of solution.
- After performing an experiment, the student will write a paragraph on the purpose and conclusion, which contains the specific elements involved and the activity taking place.
- Given a distance, the student will estimate that distance in specified units.
- Given measurements (some of which are equivalent) and the appropriate conversion tables, the student will select the measurements which are equivalent.
- Given statements of metric measurement, the student will convert measurements from one metric unit to another.
- Having two given quantities, the student will find the percent one is of the other.
- Given substances, the student will identify them as a solid, a liquid or a gas.
- Using water as an example, the student will describe the three states of matter.
- Given a list of substances in which change has taken place, the student will identify examples of physical and examples of chemical changes.
- Upon burning a given substance, the student will observe and list the apparent physical and chemical changes.
- From a given list, the student will observe and list the apparent physical and chemical changes.
- From a given list, the student will select the substances that are elements, mixtures and compounds.
- Using two elements, the student will demonstrate the properties of a mixture and compound.
- When presented with graphic data, the student will predict and forecast.
- Given a table of temperature and time intervals, the student will construct a line graph.

Learning Activities:

Teacher demonstrations
Group discussion
Reports
Oral presentation
Written tests
Audiovisual aids
Diagrams
Experimentation (group and individual)
Graph development

Assessment Procedures:

The final passing grade will be determined by three separate grades: biweekly test, final test and lab test.

Biweekly test: A record will be kept of the total number of points a student accumulated on tests during the nine weeks period. These points will be totaled, and the student will have to obtain 50 percent of the total number of points received by any student on the same test. It will not be determined by the total possible points.

Final test: This grade will be handled in the same manner as the biweekly grade.

Lab test: This grade will be determined by a point system.

18 points. . . . . .A
16 points. . . . . .B
14 points. C
12 points. . . . . .D

Any points below 12 will result in a failing grade.

The three grades will then be averaged using the following point system.

A	4.00	C	2.00
A-	3.66	C-	1.66
B+	3.33	D+	1.33
B	3.00	D	1.00
B-	2.66	D-	.66
C+	2.33		

From these points the final grade will be given. The assigned grade will be recorded on the appropriate form and forwarded to the office.

MODEL II

PLANNED COURSE STATEMENT

Department Health Area(s) of Study Health Education

Course Title Freshman Health Course Number None

Length of Course 18 weeks No. of Credits .50 Grade Level(s) 9

Prerequisite(s) None Credit by Exam Available? ☐ Yes ☒ No

Check one

- ☒ Required
- ☐ Selective
- ☐ Elective

Alternative Learning Opportunities (Check one or more)

- ☒ Does Not Apply
- ☐ Independent Study
- ☒ Off-Campus Expereince
- ☐ Other (Explain in Course Overview)

Course Overview:

This course includes work in the area of personal and community health. Emphasis will be placed upon the how and why of physical health and the importance of community health. Special features of the course of instruction will include trips into the community and independent study of topics concerning personal or community health.

Program Goals: (Optional)

- Students will have the knowledge and skills needed to ensure the physical and mental health of themselves and others.
- Students will make decisions and act in ways which contribute to good personal and community health.

Course Goals:

- The student will know the location and use of print and nonprint material relating mental helath to physical health.
- The student will know the location and use of print and nonprint materials about mental health relating to community health.
- The student will know ways in which an individual's physical health influences mental health.
- The student will know individual health practices which affect the control of communicable diseases.
- The student will know that health practices of individuals can affect the total environment, such as methods of discarding waste materials and use of nonpolluting soaps and detergents.
- The student will know that growth and development occur at different rates.
- The student will know the materials which cells require to maintain life.
- The student will know that eating habits have long-range effects upon health.

Minimum Survival Graduation Competencies:	Performance Indicators: (Optional)
– The student will know the interrelationship between physical fitness and self-concept.	The student will describe the ways in which physical health affect the total body. The student will describe feelings of emotional stress during fatigue. The student will describe how feelings of hunger or thirst affect his ability to concentrate.
– The student will be able to plan a program to maintain his personal level of vigor.	The student will identify a satisfactory weight control program based on his own age, height, and body type. The student will describe ways to develop his ability to relax.
– The student will be able to plan a balanced diet.	The student will list the reasons that nutritional food groups in adequate amounts, are important in a total daily diet. The student will write menus for breakfast, lunch and dinner which represent a balanced diet.

MODEL II

PLANNED COURSE STATEMENT

Department Home Economics Area(s) of Study Citizenship - Personal Finance

Course Title Environmental Living Course Number _____

Length of Course 18 weeks No. of Credits .50 Grade Level(s) 11-12

Prerequisite(s) None Credit by Exam Available? ☐ Yes ☒ No

Check one

- ☐ Required
- ☒ Selective
- ☐ Elective

Alternative Learning Opportunities (Check one or more)

- ☒ Does Not Apply
- ☐ Independent Study
- ☐ Off-Campus Experience
- ☐ Other (Explain in Course Overview)

Course Overview:

This course begins with an overview of housing in relation to world population problems and harmonious living with the environment. Planning housing for individual life styles, making consumer housing decisions, purchasing furnishings and equipment and decorating living spaces on a limited budget constitute a major part of the course. Students plan and complete a project using recycled or inexpensive materials during the last two weeks of the course.

Program Goals: (Optional)

- Students will be able to make responsible environmental decisions.
- Students will possess skills to improve their immediate home environment.
- Students will be able to make wise use of resources when purchasing housing and home furnishings.

Course Goals:

- The student will be able to understand the scope of our environmental problems.
- The student will be able to demonstrate techniques that can be practiced at home to help preserve the environment.
- The student will be able to understand the relationship between personal housing needs and decisions and the environment.
- The student will be able to understand the relationship between the physical environment of housing and the social, emotional and intellectual development of people.
- The student will be able to analyze programs and methods designed to improve housing and lasd use.
- The student will be able to recognize art principles as an aid to furnishing and decorating a home so that it is aesthetically satisfying and fits an environment suitable to the individual's life style.
- The student will be able to demonstrate ability to make a home more attractive at little expense by recycling materials.
- The student will be able to understand rights and responsibilities of consumers when buying, selling or renting housing.
- The student will be able to analyze factors involved in the costs of housing.
- The student will be able to demonstrate ability to use consumer buying principles when purchasing equipment and home furnishings.

Minimum Survival Graduation Competencies:	Performance Indicators: (Optional)
– The student will be able to understand man's dependence upon the natural environment.	The student: Given anecdotal data, will explain 5 ways in which man depends on a healthy environment for his own existence.
– The student will be able to demonstrate the use of alternative solutions to activities which pollute the environment.	Given a list of 5 types of pollution, will describe things their families have done to prevent such pollution. Given an opportunity to participate in a recycling activity, will describe its contribution to conservation of a natural resource.
– The student will be able to analyze alternate means of land and resource use planning.	Given descriptions of alternate housing plans for an urban area, will select the appropriate plan based on its contribution to the conservation of a natural resource.
– The student will be able to understand the relationship between rights and responsibilities of both buyer and seller in the marketplace.	Given a case study, can identify the rights and resulting responsibilities of both buyer and seller. Given a sample case study, can list at least 3 factors (personal, environmental and economic) that could influence the final purchasing decision.
– The student will be able to demonstrate ability to be an informed and discerning consumer of goods and services.	Given two lists, can match products with places the consumer could go for reliable information. The student: Given a problem situation, will apply the steps in the decision-making process to the purchase of goods and services.
– The student will be able to demonstrate self expression through active participation in a chosen creative experience.	Given an assignment, will design a decorative home accessory from recycled materials.

Learning Activities: (Optional)

Audiovisual aids:
- Movies
- Filmstrips
- Transparencies
- Magazine pictures

Reports:
- Group – oral on environmental problems and suggested solutions

Projects:
- Environmental improvement – around school or community
- Land use planning
- Scale drawings
- Decorative object from recycled materials

Learning Packets:
- Housing decisions
- Design principles
- Consumer buying principles

Speakers:
- County planning commissioner
- Builder
- Realtor
- Banker
- Decorator

Demonstrations:
- Budget decorating ideas
- Use of recycled materials

Field trips:
- Environmental tour of community
- Trip to various types of housing: modular, mobile, townhouse, new stick built, older home, apartment
- Retail furniture and appliance stores

Bulletin boards:
- Current events
- Student originals

Assessment Procedures: (Optional)

Students may contract for their grade thus becoming active participants in the evaluative process. Points are received for required assignments and projects, take home essay tests based on course goals and performance indicators, class attendance, contribution to class discussion sessions, and ability to listen attentively to class presentation (last three, student evaluates). Extra credit points may be earned by reading books and pamphlets outside of class, bringing in current newspaper and magazine articles for the current events bulletin board, working on other bulletin boards, and following suggestions for extra activities in individualized learning packets.